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ENTERED AT CHICAGO POST OFFICE AS SECOND-CLASS MATTER.

It is reported that Harvard College cannot get a chaplain in this country, and that the trustees of the school are now looking for one abroad. It seems to show that there has been a most remarkable change in the religious sentiment of the country when this school, founded by the old Puritans expressly for the education of ministers, cannot find one willing to meet the conditions of religious ministration as they now exist there.

We are urged often to look on the bright side of things, and this, too, when the things referred to have no bright side; when below and around they are as black as the reverse side of the moon—shrouded in hopeless darkness. A better, because more comprehensible and easily followed direction, would be to look for the best side of people. For every one, no matter how faulty, has a *best* side. The best side of John Chase may not be as pleasing as the best side of James Smith, but it is far more pleasing than those aspects of the former individual which are *not* his best. So our assertion holds true that if we look for the best side of people, we will always find it.

Especially should teachers be urged to always look for the best qualities in their pupils. Their faults you will see first, no doubt. You have been accustomed to look for faults, and evil impulse is apt to hold such strong way over even a well-disposed child, that his faults will show themselves

with painful readiness and emphasis. But the teacher who is on the lookout for faults only, is likely to become much discouraged; and discouragement indulged in brings certain failure. So, for your own happiness, follow our maxim. Look for the good qualities that underlie the faults, the generous spirit behind the hasty temper, the loving nature that you do not perceive at first, because the characteristics of heedlessness or procrastination give you so much trouble. Look for these qualities, praise them. Give the child a more generous allowance of praise for virtues than of blame for his faults. Praise, when it is not too indiscriminating, offers us the best aid to the development of amiable character that can be found. And following this little maxim, we fulfill worthily the golden rule, which bids us to give to others what we most desire to receive from them. Does it not render us unhappy beyond measure to know that a neighbor refuses to see our good qualities, and only looks at our slips from the path of uprightness? How could we bear it to think that the Creator judged us in like harsh manner? Ah! no! Let us not look for the evil deeds and moods these little ones may be guilty of, but for the kind acts and loving impulses that will certainly show themselves to one searching for them.

THE doors must swing outward. Such is the edict of the Legislature of Indiana which has just gone forth, respecting the hanging of school doors, and it is a most rational one. Ever since the terrible calamity in the Greene Street school house, New York City, years ago, when so many children were sacrificed to the stupidity of the then well nigh universal practice of hanging such doors so as to swing inward, it has been known to most people of ordinary intelligence and reflection that it is extremely irrational, and criminally careless, for school boards to suffer the doors of school buildings to be so hung. Any professional architect who would plan to have them swing inward should be fined and imprisoned. Stupidity is no word to express the man's fault, he is guilty of gross ignorance or thoughtlessness; either of which, in an architect undertaking such a building, is criminal. The merest tyro

in that profession should know this much at least of the laws of school architecture, and yet we are told that this new law of Indiana affects no fewer than 8,000 of the less than 10,000 school houses of that State; involving a cost of \$150,000 to make the required alterations! But, very fortunately, there is to be no evasion of this new law; for it not only imperatively commands that the designated alterations be made, but inflicts a *fine of from one to ten thousand dollars, and imprisonment in the county jail not exceeding six months, upon any school trustee who fails to see that the alterations are made.* State Superintendent Bloss has been asked to give his official construction of the law, and this is it: Let trustees bear in mind, also, the further fact, that if they neglect to carry out the law, and any pupil is seriously injured by being crushed or trodden under foot in a school panic, and it can be traced to the neglect of the trustees to provide ready egress by observance of this law, an action for damages will lie against them; and if death ensues, they may be held for manslaughter.

Indiana is not the only State that requires such a law. Many another State needs to follow her present example.

The advantages of normal school instruction have been held up to the readers of THE EDUCATIONAL WEEKLY, and our words in this behalf have been repeated by many of our exchanges of the secular press. We have urged, also, that the colleges of the country do more in the line of legitimate, systematic, normal school work. We have some reason to know that all these words are not thrown away; that the ink spent in this way is not all wasted. How glad we should be if we could reach every young, untrained teacher in the land, and urge him, or her, to seek the earliest opportunity to take at least a year's normal training before continuing in this work. Both his intellect and his conscience should persuade him that duty to the young minds he undertakes to instruct and his own highest good require him to fit himself for teaching before contracting to remain longer in this employment.

We are glad to repeat the words of another on this subject, whose knowledge and success in the work of instruction, give great point and force to his utterances. We refer to Prof. J. G. Fitch, from whose lectures we take the following pertinent excerpt. One of the arguments on which we have relied to influence parents and school directors to pay better wages and secure trained teachers, is only touched by Prof. Fitch. We refer to the expensiveness of training teachers by the empiric method, of putting them into schools to pick up the art of teaching at the expense of their pupils and the district generally, instead of insisting on having trained teachers; and as an inducement offering such salaries as will assure young people who intend to teach, not only that it will be difficult for them to obtain a school before they have taken at least a partial normal course, but that it will pay them better to take such a course.

Here is what Professor Fitch says:

It seems scarcely needful to reply to the contention of those who urge that the art of teaching is to be learned by practice, that it is a matter of experience only, that a man becomes a teacher as he becomes a swimmer, not by talking about it, but by going into the water and learning to keep his head above the surface. Experience, it is true, is a good school, but the fees are high, and the course is apt to be long and tedious. And it is a great part of the economy of life to know how to turn to profitable account the accumulated experience of others. I know few things much more pathetic than the utterances of some head-masters at their annual conferences, at which one after another, even of those who have fought their way to the foremost rank of their profession, rises up to say, "We have been making experiments all our lives; we have learned much, but we have learned it at the expense of our pupils; and much of the knowledge which has thus slowly come into our possession might easily have been imparted to us at the outset, and have saved us from many mistakes." The truth in regard to the office of a teacher is that which Bacon has set forth in its application to the larger work of life—"studies perfect nature and are perfected by experience; for natural abilities are like natural plants, that need pruning by study. And studies themselves do give forth directions too much at large, except they be bounded in by experience." There is here, I think, a true estimate of the relation between natural

aptitude, the study of principles and methods, and the lessons of experience. Each is indispensable, you cannot do without all three, you are not justified in exalting one at the expense of the rest. It is in the just synthesis of these three elements of qualification that we must hope to find the thoroughly equipped schoolmaster, the teacher of the future.

IMPROPER PUNISHMENT.

BY MARION.

Not long ago, in a town which shall be nameless, I visited the primary department of a large public school. The teacher was a young lady of good attainments, and evidently painstaking and conscientious in her work. Her pupils recited well; the order in the main was very good; but I witnessed an incident while there that troubled me much, and I feel inclined to speak of it here, with a word of warning to teachers about improper punishments.

One little boy, whose seat was on one of the rear benches, was disposed to be restless and fidgety this morning. The teacher—whom I shall call Miss J.—twice spoke to him, bidding him to sit still. The second time, her voice had a sharp intonation that called a flush into the child's face, and I saw, destroyed the motive that might have been most influential in inducing him to obedience, to-wit, desire to please his teacher. I regretted this, for the child did not look like an ill-disposed little fellow, and I believe that a gentle word would have had far more effect on him than a peremptory command. Besides, I fancied the child did not look well, which aroused my sympathies for him; but I was in no way prepared to have these so keenly enlisted as they were by the subsequent action of the teacher.

For a third time, Willie's restless movements disturbed the teacher. This time he had broken a rule of the school; he had undoubtedly whispered to his seatmate. "Willie" said the teacher, sternly, "come here."

The child rose and went slowly, in a dazed sort of a way, to the teacher's desk.

"Willie" she said, laying a by no means gentle hand upon his shoulder, "you have broken a rule of the school, two rules. You did not sit quietly when I bade you to do so, and you whispered to Johnnie Jones, don't deny it! Now you must be punished. Hold out your hand!"

The little hand was held out and I expected to see a rattan come down with a

sharp stroke upon it, but instead, to my amazement, the teacher placed upon the out-stretched palm the large bible from her desk. The muscles of the weak convict yielded under the burden, and the book fell to the floor.

"Don't do that again, Willie," said the teacher, more harshly than ever, and again she made the child hold out his hand. This time the book was sustained, though a look of pain passed over the child's face. The teacher turned again to the recitation at the blackboard, but I could not take my eyes from the pale child-face and the little out-stretched hand, trembling with its effort to uphold the weighty tome. What a use for the Book of books! The message of Heavenly love to man converted into an instrument of torture! Another moment, and again the feeble arm gave way; the will was powerless to prevent the involuntarily relaxing of the muscles, and the book fell a second time to the floor. The teacher turned—an angry frown upon her countenance. Again she placed the book on the child's out-stretched hand, and bade him under pain of the severest punishment, not to let the book fall a third time. The child looked into her face with an expression of pitiful entreaty that brought the tears to my eyes, but she was apparently unmoved, and again turned her attention to the others. I could hardly keep from springing out of my chair, and relieving the agony of the child. One instant the poor little hand held the book, then it fell to the floor with a crash, and the child, trembling all over, and ashen white, even to the lips, fell also in a dead faint.

The children screamed in terror and the teacher was partially punished for her cruelty by being seriously frightened. She had no idea what to do for the child; fortunately, I had, and as I took the little fellow on my lap, and chafed his hand and bathed his forehead, reproaching myself the while bitterly that I had not interfered to prevent, as far as protest could do it, this "torture of the innocents." When the child was revived the teacher called a stalwart youth from the high schoolroom, and the little fellow, plainly quite sick, was taken to his home. The ordinary school exercises went on, but the teacher was much unnerved, and the children did not attend readily to their lessons, and all were glad when the hour of noon set them free. I improved the opportunity when alone with the teacher, of speaking some very plain words to her on the subject of

punishment. I condemned most sternly, all these devices for punishing children by prolonged torture. I told her that these, besides being worthy of condemnation, as showing a cruel disposition on the part of the teacher, were to be more strongly condemned on physiological grounds. They subject young muscles and nerves to a strain which is positively most injurious to the child. Quite as sternly should they be condemned, also, for their moral effect, which is bad in the highest degree. No child ever honestly repented of misdemeanor, when subjected to prolonged torture of this kind. He may submit, and avoid similar misdemeanors, but this is to escape suffering, not because any real regret for wrong doing is awakened in his breast. And a feeling of bitter hatred toward his teacher is awakened in his heart, which no kindness in other regards can assuage. And these tortures write themselves indelibly on the child's memory. In after years, the teacher is remembered by them, while all his really excellent deeds and words are forgotten. I am glad to say that Miss J. was much impressed by what I said, and that she solemnly assured me that she would never use a punishment of this sort again. I know by subsequent acquaintance with her teaching that she never did. And I was glad to learn from her, meeting her several months after the incident that I have recorded, that little Willie, though ill for many weeks with a fever, finally recovered, and returning to school, became very much attached to Miss J. who endeavored by especial kindness to him, to atone for the previous cruelty. How forgiving these little folks are! How their sweet willingness to forgive and forget an injury, the moment atonement is offered, puts to shame our unchristian hatred and malice!

Observation has shown me that torturing punishments are many and of frequent occurrence in country schools of certain order—though less frequent now, thank Heaven, than they were some years ago. One of them is known as "holding a nail in the floor." The child is compelled to bend downward and placing a finger on a nail specified, hold it there until the whole frame is in agony from the constrained position. Another is known by the term "sitting on nothing." The pupil is compelled to assume the sitting posture without a seat, only supported by bracing his back against the wall. In this torturing posture he is compelled to sustain himself as long as the caprice of his heartless

teacher may demand. Still another mode of torture is even worse than this last. It consists in requiring the pupil to sit on the floor and placing the feet upon a chair, sustain the body in an upright position. Nature in these cases is sure to give way before the teacher, who has little appreciation of the pain his order causes, is satisfied, and then the poor sufferer is treated to a storm of reproaches as a salve to his aching muscles.

All these modes of punishment are to be condemned as relics of barbarism, worthy of the dark ages rather than of this enlightened era. They debase the pupils, they degrade the teacher, and bring into disgrace and contumely our honorable profession.

CHEMISTRY.

Chemistry is the science of the world and of the future. It has put in our hands gunpowder, nitro-glycerine, dynamite and, above all, fulminate of gold—an explosive so terrible that if an ounce of it be left in a stoppered bottle, its grains falling among themselves by their own weight will create a convulsion sufficient to lay all London in ruins. It has given us poisons so subtle that, were we to employ such means of warfare, we could sail in a balloon over the camp of the enemy and drop upon it a shell, the bursting of which would kill every human being within a mile of its range.

The possibilities of chemistry are almost too terrible to be contemplated. As the science at present stands, any student can, if he has access to a well-stored laboratory, carry away in a pill-box matter sufficient to lay London in ruins, or to poison the whole community of its inhabitants. The chemist can, as every school-boy knows, convert water into ice in the centre of a red-hot crucible. He can construct a shell the size of a cricket-ball, which will explode the moment it touches the water, and overwhelm in flames a hostile fleet. Indeed, the chemist reduces the world to its original and primal elements. For him, even more than for the engineer, nothing is impossible. And yet his power, vast as it is, is limited. He can more easily destroy than construct. He can take life, but he cannot give it. He can level the city with the plain, but he cannot build it again. He can create prussic acid, but he is ignorant of its antidote. He is like the fisherman who rashly opened the vessel sealed with the ring of Suleiman Ben Daoud. The forces at his control are beyond his command; the powers he can evoke he cannot

lay. It is the old story of Cornelius Agrippa—those who trifle with nature's secrets do so at their peril.—*London Observer*.

WHAT VOLCANOES ARE NOT.

What is a volcano? This is a familiar question, often addressed to us in our youth, which "Catechisms of Universal Knowledge" and similar school manuals have taught us to reply to in some such terms as the following: "A volcano is a burning mountain from the summit of which issue smoke and flames." This description, says Professor Judd, is not merely incomplete and inadequate as a whole, but each individual proposition of which it is made up is grossly inadequate, and, what is worse, perversely misleading. In the first place, the action which takes place at volcanoes is not "burning," or combustion, and bears, indeed, no relation whatever to that well-known process. Nor are volcanoes necessarily "mountains" at all; essentially, they are just the reverse—namely, holes in the earth's crust, or outer portion, by means of which a communication is kept up between the surface and the interior of our globe. When mountains do exist at centers of volcanic activity, they are simply the heaps of materials thrown out of these holes, and must, therefore, be regarded not as the causes but as the consequences of volcanic action. Neither does this action always take place at the "summits" of volcanic mountains when such exist, for eruptions occur quite as frequently on their sides or at their bases. That, too, which popular fancy regards as "smoke" is really condensing steam or watery vapor, and the supposed raging "flames" are nothing more than the glowing light of a mass of molten material, reflected from these vapor-clouds. The name of volcano has been borrowed from the mountain Vulcano, in the Lipari Islands, where the ancients believed that Hephæstus, or Vulcan, had his forge. Volcanic phenomena have been at all times regarded with a superstitious awe, which has resulted in the generation of such myths as the one just mentioned, or of that in which Etna was said to have been formed by the mountains under which an angry god had buried the rebellious Typhon. These stories changed their form, but not their essence, under a Christian dispensation, and Vulcano became regarded as the place of punishment of the Arian Emperor Theodosius, and Etna that of Anne Boleyn, who had sinned by perverting the faith of Henry VIII.—*Popular Science Monthly*.

TEACHING is not a showy profession. The artisan may, by his inventive skill, excite the admiration and gratitude of multitudes; the lawyer, by one able forensic effort, may make to himself a name; the physician, by his skill, bring back almost from the jaws of death some victim of disease; but the teacher must be contented to labor on from year to year, knowing that his labors may be unrecognized and unappreciated. He must sow with care the good seed, anxiously nurture the young plantlet, and not be discouraged if his labors receive no other recognition than the kindly smile of those whose affection he has won by his untiring solicitude and the pittance which, too frequently, is meted out with a grudging hand. It has been so in the past, and may be so for years to come. The duty of the hour for the teacher is by all lawful means to raise education in the estimation of the public; and when men begin to place something like a proper value on education, they will also estimate more properly the profession whose peculiar province it is to impart such education. As the teacher is to be a model for his class, his salary should be such as to draw the best talent into the profession.—*Selected.*

DIDN'T GOD MAKE AIR?

The stench in some of the overcrowded school-rooms in this city on Tuesday was almost insufferable. The temperature had fallen several degrees below freezing point during the night previous, and the day did not raise it above that point until well on towards noon. Of course most people fell to sealing up the windows and every crevice, every breathing-hole through which the air, as God brews it, could get to human lungs. Many of the public-school teachers, notwithstanding all they claim to know about physiology and hygiene, followed the general current of opposition to outdoor air. So it was not strange that in many of the rooms the atmosphere was villainous. Villainous is just the word—either for the atmosphere or for the persons who shut down the windows, closed the cold air ducts and ventilating registers, wherever there were any, and so set to work to poison the children committed to their care and judgment. "Judgment," heaven save the mark! if judgment is what is wanted, and the reliance is on the average city school-ma'am in a matter of this sort. The architects are badly at fault in the heating and ventilating arrangements for some of these schools, but even where the proper ventilating shafts and ducts are all in proper order—instead of exercising a little sound sense in the use of them—it is not rare to find the ventilators closed on cold days. Not satisfied with closing the registers, we have known teachers to stuff waste paper and mats into the ventilating ducts, to exclude, as far as possible, every breath of sweet, pure air. When the heated air of the room pressed down upon the cold stratum below, which could not be pressed out, as the architect designed, because the openings next the

floor—through which the cold air should find exit—were sealed, we have known our city teachers do just what most rural school teachers are forced to do, open the windows and transoms to pour a stream of ice-cold air upon the children's heads and down their backs. It is a gratification to learn that the present City Superintendent intends to insist on some improvements in these matters, and that the committee that has this subject under its jurisdiction is bent upon sustaining him.

Let us not have our school houses converted into hot-beds for sprouting the germs of disease and death.—*Inter-Ocean.*

AN IMPORTANT OBJECT OF EDUCATION.

All the objects of true education have not been secured when you have made your child master of all that the text-books can give him; nor even when you have thoroughly disciplined all the individual powers, physical, mental and spiritual. Still another object, though one unfortunately forgotten in most instances, is the giving to the child all the resources that you can provide for him, for his use when mature years shall bring him keen need for them. Men and women need resources. Having them, they are happy and good; without them, they are unhappy and wicked. We may safely say that half the wickedness and folly of this world, and its attendant misery, might be prevented were any consistent and persevering effort made by parents or teachers to give young people objects of resource for their active minds. "For," as the eloquent Sidney Smith once forcibly remarked, "the fire of our minds is like the fire lit by the Persian on the mountain top, it never goes out. Upon something it must act and feed; if not on the pure spirit of knowledge, then upon the foul dregs of polluting passions." The secret of keeping evil weeds out of the ground is to occupy with good seed first. Every year there are hundreds of promising young men in our cities dragged into the maelstrom of dissipation, and ruined body and soul, for time and eternity. Are the fascinations of drink, the gaudy attractions of the gaming-hell, alone to blame for this? By no means, for if the young man is well fortified with mental resources, these vile resorts have no attractions for him. Suppose a thoughtful parent or teacher has cultivated, as far as opportunity granted, some taste or talent which this young man showed in his boyhood, a love for drawing, for carving, for music, for elocution. Is it likely that he will be driven by loneliness and ennui to the corner saloon for amusement? On the contrary, nothing is more improbable. He may feel lonely, but he will thus be driven to follow his favorite pursuit more ardently, and he who has resources never knows the meaning of ennui, but makes his own amusement. And then there are the girls who need this protection nearly as much in these dreadful days, when home discipline is a mere mockery and obedience to parents a thing to be laughed to scorn. In large towns, or in small, any one on the streets after dark is amazed to see bevy of girls abroad, sauntering along by twos or threes, laughing and chatting with an utter abandon of manner that only their mere youth saves from the harshest construction. What are these girls here for? Why, they are looking for some fun, and fun with them means flirtation, and flirtation is so delightful to

their shallow minds that they care not a rush how bold or bad a man invites them to it. Why are these girls wandering in such dangerous paths? Why are they not at home, in the safe retreat of the fireside? Oh, everything is so *poky* at home. There is no resource for them there; they have never been taught to seek there for amusement of any kind. The necessity of employing their hands has probably never been laid upon them, and father and mother are so dull, so ignorant that they never see the harm that must come of their indifference to their children's future welfare.

But, you may say, some children never show any special tastes, what shall we teach them? Anything, anything that is good and useful and will keep them out of mischief. The boy and girl may prefer to play and gad about hither and thither when not confined in school, but if you will oblige them to practice some accomplishment, or to read some interesting book with you each day, in later years they will bless you for it. They will feel then that you have given them something that is a material addition to their happiness. Take up any science and teach them its alphabet; this will furnish them an incentive for further research into it, and in maturity, with occupation for leisure hours that may some day be turned to the best account. We may lay it down for a certainty that every man or woman is the better for tastes and aptitudes outside of the routine of his daily toil. And every child has a right to the best possible preparation for the duties, cares, trials and pleasures of life. Every child has a right to the opportunity to make the best possible use of every power that God has given him. How few of them have even a part of this just right it is most pitiful to remember. The duties of children to their parent have had much preaching and teaching, if there would come an apostle who would teach parents their duties toward their children, the reciprocal duties would not call for so much attention.

MATHEMATICAL DEPARTMENT.

EDITOR, DAVID KIRK, BLOOMER, WIS.

PROBLEM.

"A whiffle-tree is 5 ft long, how long an arm must a single horse have at one end to pull against two horses at the other end? Where shall the bolt be placed so as to give the single horse an advantage of $\frac{1}{2}$?"

These problems are analogous to many "eveners," and whiffle-tree questions that have caused much dispute. The fact that the horse on the longest end of the cross-bar does the least work seems paradoxical; but there is no contradiction of mechanical principles in this seeming inconsistency. In the case of two horses hitched to unequal arms of a double-tree, each horse pulls $\frac{1}{2}$ the load, but the horse on the long arm does not have to work so hard to pull his half. It is in this fact that there is a gain or advantage to the horse pulling on the long side of the "eveners." It does not follow that the longer the arm of the lever, the more the horse will pull, for both

horses pull together, each neither more nor less than the other; but it is evident that the horse that has the advantage will be required to exert *less strength* than the other to pull his share of the load; herein lies the gain. Remarks and solutions will be in order.

GEOMETRY.

We think it desirable, in this article, to examine some geometrical truths which are not generally viewed as they should be. In treating parallels, late works on geometry multiply propositions beyond the limit that would be necessary, were certain things admitted as principles, which naturally follow from the definitions of a straight line and of an angle.

If the straight lines, A, B, C and D, intersect in E, the angle CEB shows their relative positions, and these positions would remain the same, though they should intersect in any other point of CD, as at D, in which case AB would become FG, and EC would coincide with DE. Of course, if the angle EDG be equal to CEB, the lines AB and FG would have the same direction, and if they have the same direction, EDG would be equal to CEB; and for the same reason the angle HEB would be equal to EFD. Some things would be simplified if the above considerations had their due weight. In teaching geometry we have been met with the inquiry, "Why prove the converse of a proposition?"

For instance, in the proposition. "The greater side, AC, of a triangle, ABC, lies opposite the greater angle, ABC, the converse, viz., that the greater angle lies opposite the greater side is separately demonstrated. Though it seems apparent that the greater side lies opposite the greater angle, it is necessary to go through a course of reasoning to prove it, but the converse follows as a matter of irresistible inference, and is therefore a corollary, and it is a corollary which requires no elucidation, hence it is unnecessary to demonstrate the converse of this proposition. The only excuse for demonstrating said converse that can be given, is the fact that a proposition and its converse may not always be true; as, for instance, all prime numbers that are of the form $4n \pm 1$, but it does not follow that all numbers that are of the form $4n \pm 1$ are prime numbers, and it is, therefore, well to demonstrate the converse to every proposition.

This does not seem to be a sufficient reason for demonstrating the converse to the geometrical theorem under consideration. The converse is accepted by the mind when stated, and the same is true of some other theorems.

GENERAL NEWS OF THE WEEK.

The general results of the last elections may be briefly summed up as follows:

In New York the Republicans have elected the Secretary of State, and the Democrats, the State Treasurer. The legislature is nearly a tie on joint ballot, with the probabilities in favor of a small Democratic majority.

In Massachusetts the Republicans elected the State officers by a majority of over 25,000.

In Connecticut the Republicans retain the control of the Legislature, with a slightly diminished majority.

In Pennsylvania the Independent candidacy of Mr. Wolfe for State Treasurer reduced the Republican majority by many thousands, but the Republican candidate, Mr. Baily, was elected by about 10,000 majority.

In Maryland the Democrats carried the State by not far from 12,000 majority.

Cameron, the candidate of the Re-adjusters, and Republican candidate for Governor of Virginia, is elected by from 5,000 to 6,000 majority, and the same coalition will control the Legislature with a majority of 19.

The Republican State ticket of Wisconsin is elected by from 8,000 majority, and the Legislature is Republican by 40 votes majority on joint ballot.

In Minnesota and Nebraska the Republicans carried off pretty much everything.

In Mississippi the Democrats in almost every instance elected their men.

Snow fell in Omaha Thursday evening to the depth of six inches.

The Mikado of Japan has formally proclaimed his intention to establish a constitutional form of government.

Three tribes in Tunis have formally submitted to the French, and another is negotiating for peace.

Premier Ferry and colleagues, of the French Ministry, have resigned, and Gambetta has formed a new ministry.

The lines of the Mutual Union Telegraph company, which was organized by merchants, bankers, and business men of other classes, to restrain the monopoly of the Western Union and Atlantic consolidated companies, opened for business last week in all the principal northern cities, rates 10 per cent. less than those now demanded by the consolidation.

Political relations between Mexico and Guatemala are said to be very critical.

The Irish Land League is practically dead. In its place the Home-rule League, has been revived. It has for its directors several Irish members of Parliament, and is indorsed by Parnell and his fellow agitators at Kilmarnham. The Land Court has now 26,000 cases to settle. As an instance of its radical revisions of rents, in a case in Limerick county where the tenant was paying £19 a year rent on a farm of about three acres, the court reduced the rent to £9. On the other hand the absentee

landlords of Ireland are agitating the question of government compensation. A liberal member of parliament protests against the lowering of rents because of the improvidence of tenants. In the case of two estates, the landlords have appealed from the decision of the sub-commission.

Bismarck has a large majority opposed to him in the new Reichstag, and it is rumored that he proposes to resign, or at least, to tender his resignation to the Emperor, who will probably do as he had done once or twice before, refuse to accept it. The Emperor will have to consider, however, that in this instance he has a different state of affairs. Since the people have spoken out directly, and against the policy of the government.

Mr. Gladstone congratulated the country and his adherents, in his recent speech at the Lord Mayor's banquet, that the people of Ireland are determined to give the Land Act a fair trial, that South African affairs are settled, and that Afghanistan is under a single ruler.

It is claimed by persons who have seen both, that the Atlantic Cotton Exposition exceeds in interest, and far exceeds in value to this country, the Centennial Exposition at Philadelphia.

Last Tuesday a reunion of the Mexican War Veterans was held at the Atlantic Exposition. General Sherman, the President, and his veterans were the guests of the Commissioners. This was one of the most interesting reunions of North and South held since the war.

The State Capitol of Texas, at Austin, was burned to ashes, Wednesday, the 16th inst. Besides the archives of the republic of Texas, the battle-flags of the Alamo were consumed. The building cost \$100,000.

A telegram from Vienna, dated Nov. 11, says: Serious earthquakes have occurred at Scio. The village is sinking into the earth. The inhabitants have fled.

The snow-drifts on the summit of the Rocky Mountains caused the abandonment of a Union Pacific train at Sherman.

A memorial to Thomas Clarkson, the English philanthropist and abolitionist, was unveiled at Wisbeach, Friday, by the speaker of the house of commons.

The Rev. Z. M. Humphrey, D. D., Professor of Church History in Lane Theological Seminary, Walnut Hill, Cincinnati, for several years pastor of the First Presbyterian Church, Chicago, was buried in this city, last week.

An attempt was lately made to abolish the teaching of Spanish in the public schools of San Francisco, but it failed. This language is found so useful in business there that it cannot be given up.

San Francisco has 585 Chinese children in her schools.

Good Times, an original magazine of poems and dialogues for recitation in day schools, Sunday schools, mission and temperance entertainments, comes to us occasionally. It will prove of great service to all teachers engaged in any of the branches of good work named. We have made use of a few choice selections from it in our School-room and Primary Departments, and we learn that they have been welcomed by teachers—particularly by those of the primary and lower grammar school grades. *Good Times* is edited by Mrs. M. B. C. Slade, Fall River, Mass., and is published by T. W. Bicknell, 16 Hawley St., Boston.

STATE NEWS.

ILLINOIS.

A terrible occurrence has thrown a heavy sorrow upon the hearts of the faculty and students of the Cook County Normal school at Englewood, or Normalville. Miss M. F. Kissner, a student of this institution, and a boarder at Student's Hall, became delirious and undertook when in this state to walk to Auburn, to take the Rock Island cars for home. She was missed and the students turned out to hunt for her. The beheaded and mutilated trunk was found on the railroad track, not far from 71st street.

The Cook County Teachers' Institute was held in Chicago last Saturday. Mr. C. I. Parker, Principal of the Oakland school, read an exceedingly interesting paper and other exercises of an instructive character were had.

The freshman's class of Knox College is said to be larger this year than ever before.

Gracie Haven, daughter of Professor Haven, of the Evanston schools, is rapidly convalescing.

"The *Inter Ocean* says that the winter term of Mt. Morris College opens Nov. 24. The prospects are very cheering. Fifty applications from new students have been received. Those, with the students already in attendance, and intending to remain, will make the registry for the winter term more than 200."

MICHIGAN.

The following boards of visitors to the incorporated colleges and seminaries of this State are announced by the State Superintendent of Public Instruction.

To Adrian College—Rev. Geo. Duffield, Lansing; Prof. Samuel Dickie, Albion; Geo. P. Cobb, Bay City.

To Albion College—Prof. M. L. D'Ooge, Ann Arbor; Rev. D. C. Jakes, Pontiac; W. C. Edsell, Otsego.

To Battle Creek College—Rev. G. S. Hickey, Lansing; Charles Upson, Coldwater; E. B. Fairfield, jr., Tecumseh.

To Grand Traverse college—S. A. Burkhead, Traverse City; Webster Cook, Manistee; Rev. J. E. Richards, St. Johns.

To Hillsdale college—Prof. W. H. Payne, Ann Arbor; John C. Patterson, Marshall; Rev. E. Thompson, Lansing.

To Hope college—Geo. A. Farr, Grand Haven; W. L. Eaton, Kalamazoo; Rev. Samuel Graves, Grand Rapids.

To Kalamazoo college—Prof. D. Putnam, Ypsilanti; A. J. Aldrich, Coldwater; Rt. Rev. G. D. Gillispie, Grand Rapids.

To Olivet college—Rev. Thomas Wright, Fenton; J. H. Chandler, Houghton; Prof. C. N. Jones, Ann Arbor.

To German-American seminary—Constantine Waltz, Saginaw City; C. G. Swensberg, Grand Rapids; E. Breitung, Negaunee.

To Michigan female seminary—Mrs. G. R. Gold, Flint; Mrs. L. F. Selfridge, Jackson; Miss Emma T. Farrand, St. Clair.

To Michigan military academy—Gil R. Osmun, Detroit; Gen. N. Church, Ithaca; Col. Delos Phillips, Kalamazoo.

To Raisin Valley seminary—O. G. Owen, Lapeer; J. W. Robinson, Manchester; H. R. Gass, Jonesville.

To Somerville school—Mrs. W. Irving Latimer,

Big Rapids; Miss Julia A. King, Ypsilanti; Mrs. Adele M. Garrigues, East Saginaw.

To Monroe young ladies' seminary—Miss Lucy A. Chittenden, Ann Arbor; Mrs. I. M. Wellington, Detroit; Mrs. C. M. Crosswell, Adrian.

The Muskegon public schools are very full this fall, and there is need of an addition to the teaching force.

The Niles school needs several additions to its lists of reference books—a superior atlas, and one of the best encyclopedias. An unusually large ratio of the older students of this school are of the sort who have enjoyed excellent home trainings, and have developed the spirit of inquiry to a degree that makes them disposed to investigate. The principal fosters this spirit, but needs more good books for reference.

The Wayne County teachers' Association will meet at Wayne to-morrow, Friday, the 25th current. In the evening Professor I. M. Wellington, of Orchard Lake, will deliver a lecture, and on Saturday Professor W. N. Hailman, the enthusiastic Detroit apostle of the "new education"—Froebel's method—will speak on "The Emancipation of the Teacher." Professors Crowell, of Wayne, and Grason, of Plymouth, will take prominent part in the regular exercises of the association.

The next meeting of the Clinton County teachers' association will be held at Maple Rapids, on Saturday, Jan. 7. As the inclement weather greatly reduced the expected attendance on the first meeting of this association, on the 5th instant, it is particularly desirable that the next meeting may bring together all the best teacher of the county. They are all needed to render this new and promising organization that help to teachers and schools which it is designed to become.

Prof. C. K. Perrine A. M., is making his ripe scholarship and thorough discipline felt in the Menominee Schools. He began last fall in a very fine new central building, and under his direction, the schools are rapidly rising to a higher grade, than they ever before gained.

The Mason Schools began this year under a new man. Prof. H. F. Dorr, a graduate of Oberlin, and for some years back the very successful Supt. of the Monroeville Ohio Schools.

The "Domine" of last year taught his classes that "filiabus" and "deabus" in Harkness' Latin Grammar were gross mistakes, and that as "urbi" alone meant "to the city" "ad urbeni" must of necessity be incorrect. Since he was not engaged for another year, he has opened a private school for the inculcation of "hog-latin."

Supt. M. T. Gass of Flint, lately visited his twin brother Supt. H. R. Gass, of Jonesville. The resemblance was so strong that the pupils of H. R. could not tell them apart. One youngster after a ludicrous mistake withdrew to the rest of the boys, saying, "One looks so much like both, that I can't tell tother from which."

Supt. Kingman and Principal Whitehead of Corunna had only just got things nicely to running for this year, when the central building was burned, on Monday night, Nov. 7th. The building was a very large one for the size of the village, only part of it being used.

WISCONSIN.

Dodgeville, has voted to adopt the free high school system. It is thought that besides resulting in better schools it will prove a measure of economy.

The Beloit College students who have gone East to pursue post graduate studies have gained

a fine reputation for the training of that institution. It has been remarked that Beloit Sophomores and Juniors, who have gone to Yale College to complete their studies, have usually come out among the honor men.

The semi-annual session of the State Teachers' Association, will be held at Madison, on Tuesday, Wednesday and Thursday, Dec., 27 to 29 inclusive and beginning on the evening of Tuesday.

The Convention of the County and City Superintendents of Wisconsin will meet in Madison on Wednesday afternoon, Dec., 28. The Academy of Arts and Science will hold their exercises on Thursday evening.

Professor G. S. Albee, President of the State Teachers' Association, of Wisconsin, is particularly desirous that there shall be a larger attendance of teachers at the next meeting of the Association, than there has ever been before. If there are any teachers, who have formed the notion that this association is a close corporation, he urges them to go, and have that notion dissipated.

The Eau Claire County rural schools are believed to be better manned, as regards teachers, than at any time past. This is due in part to the normal schools, and county institutes, but mainly to the exertions of the county superintendents, Miss Hosford, and to a better public sentiment, demanding a better grade of teachers, and paying better salaries.

There is a growing interest in orthography among teachers. Much stress was laid on this branch in the recent county institutes. However greatly teachers may desire the coming in of the era of reformed spelling, Wisconsin teachers realize that the old orthography is still in the seat of authority, and must be obeyed.

IOWA.

The State University is enjoying one of the most industrious, harmonious sessions in its history. There is a growing disposition here to discourage anything that militates against progress. Most of the students are of the class of young people who are in downright earnest in their intention, to get an education. And the business-like tone and treatment of the faculty towards them, develops this earnestness.

The *Newton Journal* says that there is a strong demand in that county (Jasper), for experienced teachers. Several of our sub-directors have waited for months before employing teachers rather than put schools in charge of inexperienced hands.

Tabor College has a lecture course. At least the Adelpic Society has sent to a Literary Bureau in Chicago, to have it send there, one of the best lecturers of the season.

The *Inter Ocean* says: The Newton schools have wisely added supplementary reading to their exercises, and are thoroughly convinced of its advantages, not only in improving pupils in the art of reading, but in strengthening their fondness for school and facilitating all study. When reading is tedious labor, every lesson is a task, that soon sinks into drudgery. The Newton schools use the supplementary readers published in Chicago, by George Sherwood & Co.

School No. 2, Palo Alto, and No. 6, Independence Townships, Jasper County, carried off a large share of all the individual prizes for educational work at the late county fair. Both the first and second prizes for composition went to the former school, Miss Cora Miller taking the first premium, and Miss Lucy E. Jackson, the second; while the first and second premiums both for maps of Iowa

and maps of the United States, went to No. 6, Independence; Mary Logsdon taking both of the first premiums, and Flora Buchanan and Alfred Thompson each taking one of the two second premiums. The teacher who made the best school exhibit at the fair was Miss Belle Matthews.

SCHOOL PROGRESS IN THE WEST.

NOTES FROM THE LAST REPORT OF COMMISSIONER EATON.

SOUTHERN ATLANTIC STATES.—MARYLAND.

In this State, as in Pennsylvania and Delaware, there is no census of youth of school age. There were, however, 9,212 more in the State schools in 1878-'79, with 2,416 more in average daily attendance, 20 more schools, and as many more teachers; average school term, 7 days longer, and average pay of teachers fairly increased, to correspond with a considerable increase of general receipts. Normal school training for both white and colored teachers were provided; that in high schools was made higher and better; Baltimore City College added a year to its course.

VIRGINIA.

As in 1877-'78, State funds were largely withheld from the schools and the receipts were diminished by \$267,675. This compelled a reduction of 2,450 in the number of free schools taught, of 2,099 in teachers for them, of \$2.14 to \$2.41 in the average monthly pay of those employed, with the result of 94,170 less enrolment and of 50,693 less in the current daily attendance. There are gratifying indications that the school fund will be increased in 1880. Steps have also been taken for the institution of State normal teaching. A new and important special school (the Miller Manual Labor School, Albemarle County), with large endowment for training orphans in school studies and industries, made its first report, showing 29 boys on its rolls in 1878-'79.

NORTH CAROLINA.

The only thing that remained stationary here was the short average school term, only 46 days, as in 1877-'78. Youth to be taught increased 3,809; enrolment in free schools, 10,657; average attendance on them, 18,235; number of schools, 354; receipts for them, \$40,865; expenditures, \$13,254; available State school fund, \$92,500. Even a decline of 351 in the number of teachers is probably not an offset to this educational advance, but only an indication that many short term schools instead of having each a different teacher were conducted in contiguous districts and successive terms by the same persons. The teachers, too, were probably better qualified, as the State summer normal school for whites had taught 402 in its session of 1878 and had 290 attending in 1879, while the one for colored pupils was also sending out graduates from its 3 years' course. Many of the increasing number of collegiate and professional students, too, doubtless taught some part of the year.

SOUTH CAROLINA.

From the lack of a State census, it does not appear what was the increase of children entitled to instruction, but 6,224 more than in 1877-'78 were enrolled in public schools. 49 more teachers found employment (though at reduced average pay). 123 more school-houses were in use, of which 81 were built during the year, at a cost of \$5,556, while 29 more than in the previous year were owned by the school districts; and though the receipts for free schools were \$12,030 less, the expenditure for them was \$290 greater. The State University and the State normal school for whites remained suspended, but several normal schools for colored pupils trained teachers for the schools. The only apparent advance in collegiate instruction for the year was at

Clafin University, which reported a marked increase in the number of students and a considerable advance in the standard of scholarship.

GEORGIA.

While there was no census in 1878-'79 to show the increase in youth of school age, 16,755 more were reported enrolled in public schools, with a small increase in average attendance; pupils in private schools fell off 4,425. Public schools increased by 374, while private ones diminished by 109.

FLORIDA.

Florida reports an enrollment of 73 more pupils in public schools, an average attendance of 1,668 more, 58 more schools, with 2 fewer teachers, \$5,824 more expended for them, some normal training for colored teachers through Peabody fund aid, and 8 white teachers under instruction at the Nashville Normal College, for the State schools.

GULF STATES.—ALABAMA.

With 125 fewer schools and teachers, and an increase of only 6,404 in youth entitled to free schooling, there were 13,872 more enrolled and 13,249 more in average attendance, with a proportionate increase in the school expenditure. The fewer teachers thus got better pay, while 3 State normal schools and numerous new township institutes helped to improve their quality. The standard of admission to the State University was considered raised, and a post-graduate course was started at the Agricultural State College, professional courses and standards remaining as they had been.

MISSISSIPPI.

A good record meets us in this State: 16,480 additional youth of school age, an enrolment of 11,775 more in the free schools, and an average daily attendance of 2,997 more, with \$113,647 more raised for the schools, and \$48,743 more expended for them. Better teaching, too, was doubtless had from the influence of the 2 State normal schools and of 4 institutes held by the State superintendent, with good help, in 4 different cities consecutively. No evidence comes, however, of advance worth noting in higher and professional instruction.

LOUISIANA.

The progress of public schools throughout this State was hindered by a contemplated change in the school laws and by uncertainty with reference to the school funds and the payment of teachers. Hence with an estimated increase of some 58,000 youth of school age, only 1,699 more were enrolled in public schools and the total of schools taught and of teachers for them fell off. The schools of New Orleans were with difficulty kept open 9½ months, and the fund for paying teachers there proved inadequate. Normal training for both white and colored pupils was continued in that city only through aid from the Peabody fund.

TEXAS.

A partial report from this State shows considerable gains in 1878-'79, as 13,971 in children of school age, 44,670 in enrolment in the public schools, which were more numerous by 1,560; the receipts for schools increased, too, by \$113,420, and the expenditures for them by \$90,379. Later reports from counties and cities not at first heard from indicate that the real gains were greater than above stated. Normal instruction for both white and colored pupils was also said to be fairly inaugurated under State auspices. The State College of Agriculture for whites had 248 students.

Four of our prominent colleges now have a course in special preparation for public life. Columbia led the way and is followed by the University of Michigan, Cornell, and the University of Pennsylvania. Many of the colleges have been giving solid instruction in political science and economy; but it was a part of the undergraduate course, and not, as it should be, a professional department. Princeton, indeed, under the leadership of that eminent publicist, Dr. Lyman B. Atwater, has been giving it a place in the post-graduate department, and one student has won the degree of Ph. D. for work in political ethics and economy. It is to be hoped that the matter may now be taken up in earnest.

SCHOOL LAW.

IN MICHIGAN.

Rulings of State Superintendent C. V. Cochran:

1. It is generally understood to be a rule of law that in all corporations, where some other basis is not especially prescribed, a majority of all the votes cast is necessary to the election of an officer, or the decision of the question. Under our statutes, a school district is a corporate body, and as the law nowhere specially provides for any other basis, it is held that a majority of votes cast is necessary to the election of a district officer.

2. Votes taken at a school district meeting directing the board to employ a certain teacher, or specifying the grade of certificate the teacher must hold, or naming the wages to be paid the teacher, must be considered merely as advisory, and not obligatory upon the district board.

3. Except in a case of a judgment against a district, a township treasurer has no right to pay school moneys to any one but the assessor, on a warrant properly drawn on him in favor of the assessor; and he cannot pay such a warrant to any other person, even on the assessor's order. The warrant is not negotiable, and a receipt from a third party will not relieve the treasurer from his liability to the district.

4. Whenever the board of school inspectors alter the boundaries or change the number of school districts, it is the duty of the township clerk to deliver to the director of every district affected by the alteration a notice in writing, stating what alterations have been made, and a diagram showing the boundary lines of the district as thus changed.

IN WISCONSIN.

Rulings of State Superintendent C. W. Whitford:

Q. When a chairman of a school meeting refuses to put a motion, what is the remedy?

A. If the motion receives a second, and is made and seconded as a serious matter, the chairman has no choice in the case; and if he refuses persistently he may be deposed by the meeting, and another man put in his place by a seconded motion to that effect, put by the maker of the same, or indeed put by any other voter present.

Q. A minor son "bought his time of his father." Is he a resident of any district in which he happens to be employed, and therefore entitled to free tuition in the public school?

A. No. The father and son can make no bargain by which the father can be absolved from his obligation to son while under age, if he comes to want. This would fix the residence of the son with father, since the residence of any minor is with the person who is held in law responsible for his support.

A medical correspondent sends *The Journal of Chemistry* the following: "Ought not teachers in public and other schools to have a common-place knowledge of chemistry? I read in a recent paper, of a female teacher in a Pennsylvania school who put wood ashes in the mouth of a child, six years of age, to punish him, as she said, for telling a lie. Can a person be regarded as competent to teach who does not know the common fact, familiar to an Alabama negro, that ashes and water will form caustic lye? The child's mouth, lips, and throat were fearfully excoriated."

One of the exhibits at the International Medical and Sanitary Exhibition was a "Compact School Collection for Use in Teaching the Chemistry of Foods," suggested by W. S. Mitchell, M. A. The form of case had been arranged for the purpose of affording, at a low cost, help to teachers in giving demonstrations on the chemistry of foods. Mr. Mitchell believes that with such diagrams as he showed, having lines of different lengths to represent quantities, greater accuracy of the knowledge of quantities can be conveyed than by showing the measured quantities in heaps as is the plan adopted in London. This does not get over the difficulty of showing the gases.—*Exchange*.

THE SCHOOL ROOM.

A teacher should always allow a child the opportunity to make his own defense, whatever the charge brought against him, or however great the fault which he has undoubtedly committed. The basest criminal among men is always granted the privilege of giving reasons, if he has any to give, why sentence should not be passed upon him. Why cannot a little child, whose worst fault has probably come from no baser a motive than thoughtlessness, be granted the same right? If there is any reason why you do not wish this defense to be made during school hours, give the child a chance to tell his own side of the story of his fault as fully as he may wish, after school is out. This is simply justice, nothing more.

EASY LESSONS IN COMPOSITION.

I.
For Beginners.—Hawthorne, who is acknowledged to have been a master of style, never used an italic letter in any of his books. His emphasis was in the sense of what he wrote. He used, almost entirely, words of few syllables. There are no bi-heavy words in his works.

II.
For Graduates.—Hawthorne never used any other but plain English language. There are no foreign words or phrases, either ancient or modern, to be found in any of his literary writings. None of you may be Hawthornes, but you may all profit from his example.

III.
For all Writers.—Find a subject and stick to it. Go at once to the point of the question. Never write to newspapers on dead topics. Do not use a heavy and cumbersome style. Put all the sense you can in what you write, but let it be alive.—*Exchange.*

THE TEACHER WHO SUCCEEDS.

The teacher who succeeds has not always a college education to aid him, yet he may have taken the highest honors of his class at the university. He may have had a liberal education, or his opportunities may have been of the scantiest; he may be possessed of all possible graces of manner and person, or he may be greatly lacking in outside attractions; he may be up in all the latest methods in teaching, or he may not so much as have heard whether there be such things as "modern improvements" in pedagogical service. In a word, the teacher who succeeds may be helped to that end or he may not, but the secret of his attaining that end must lie with himself. One thing the teacher who succeeds must have, and that is, energy. With the same attainments and opportunities—nay, with much less, the man with energy will succeed where the man without energy will make a stupendous failure. The wrecks among mankind, the miserable, hopeless failures in every profession are, with scarce an exception, men who had as fair a chance as others at the start. It was their inability to make the most of that chance which caused them to fail. It takes energy, force and perseverance to win the prizes of life. Without these, the brightest natural gifts will be of no value whatever, speaking comparatively, for the owner will never fitly employ them, and the world will derive from them but feeble benefit.

DON'T ANTAGONIZE YOUR PUPILS.

We will suppose a case, which, no doubt, could be exemplified in scores of instances known to our readers. A teacher has taken charge of a school which has not been well disciplined for a year or more. An hour in the school room only is needed to show him that he cannot do his whole duty—so as to satisfy his own conscience—without making an entire change in the existing routine of discipline in the school. Now, how shall he set about it? Well, to begin safely, he had better take the motto that heads this article. No matter how faulty the children are, how much disposed to be unruly and troublesome, you must avoid arousing in them a spirit of opposition. Remember, you can, with their assistance, very soon get the school into perfect order; without their help, it will be long, and difficult, if not an impossible task. Can you not see how immeasurably more easy it would be to reform your school with the concurrence and aid of the children, than against their indifference, if not open opposition? We doubt if much good is ever done by the antagonistic spirit. The reason why so little is accomplished by reformers as a rule, seems to us to be found here. There is not one reformer in a thousand who has sufficient tact to avoid awaking antagonism by his words or his actions. For it requires much tact for an innovator to steer clear of the natural prejudice against innovations, and none requires it more than a teacher in the case supposed. Children are the most conservative of beings. That which has existed, to their thought, is that which should exist. But if you can use the wisdom of the serpent in carrying out your reform, you will succeed. Propose this or that matter as an experiment, show its advantages, appeal to the children's pride in the school, their wish to please you, their desire to have perfect reports, and thus gain their full concurrence in each rule as you lay it down, and their pledge of aid in its enforcement. Thus, before the children are aware of it, you have revolutionized the whole plan of the school's discipline, and laid the foundations for a most brilliant success for yourself.

MAKE FEW RULES.

It may be laid down as a principle of successful discipline that the fewer rules the better for the school. Many teachers, zealous in their work, embarrass themselves with a long list of things forbidden and things required. To enforce these there must be appropriate penalties affixed, and then it is found necessary, because even a daily reading will not serve to fix the rules in the minds of the scholars, to draw them up in the form of laws, and post them up in the schoolroom. But it is soon found that [the number of rules only increase the number of offenses. Children become confused by the multiplicity of regulations, and stumble into a violation of one rule, through their very eager desire to avoid breaking another. Then the difficulty of keeping so many items in mind becomes an irritation, and the children become reckless and indifferent to all the rules, so the work of discipline is made harder, not easier, by this elaborate code of laws.

A wise man once said that, "the world is governed too much." How true this has been in civil governments and courts, we will not attempt to say, but it certainly is true of the schoolroom. There is far too much of the "desire to govern" on the part of many teachers, and this makes their

administration a very irksome thing to their pupils. But the less of so-called "governing" that is done, the better are the true ends of government attained—a paradox that every experienced teacher understands.

Few rules, and simple ones. The great rule of right as the standard by which the unwritten code of your own actions is tested, shows plainly to the children by what rule you would have them govern their own lives. The golden rule "Whatsoever ye would that men should do unto you do ye even so to them," is enough in itself to serve all purposes of needed discipline, if you can understand and fitly exemplify it yourself.

Furthermore, let us say that the teacher who reduced his code of laws to the simple rule of right, does an inestimable and far-reaching good to his pupils. He by this calls into daily exercise the consciences of the children, and fits them for the task of self government, which though often altogether forgotten by both parent and teacher, should be accounted as one of the most important aims of all true education.

NATURAL HISTORY.

OTHER FAMILIES OF RUMINANTS.

The third family of the order Ruminantia is the most familiarly known. This is the Bovidae, or ox tribe. It includes but a few species, all of which have the common characteristics of large and heavy bodies and stout limbs, and large heads with broad muzzles and wide nostrils. The domestic ox is one of the most useful animals known to man. Its domestication belongs to the earliest times, so early indeed, that of the original wild stock of the family nothing is known. The races of wild cattle are generally supposed to be descended from animals at one time under the control of man. There are kindred species, however, that are unmistakably wild in nature and origin. These are the bisons and buffaloes. The European bison was formerly found all over Europe, but is now restricted to Tithuapia and the Caucasian region. The American bison, which is here known as the buffalo, is found all over the prairies of the Western part of the United States. The Indian buffalo, found in British India, includes several different species, several of which have been domesticated, and made to serve the wants of the natives. These are all large, with widely spreading horns. In the south of Africa is another species, called the Cape buffalo. This was an immense and very ferocious animal, with large horns twisted across the forehead and then turning upward and outward. The musk-ox, so called because it gives out very strongly the musky odor, possessed in a greater or less degree by the whole genus, also belongs to this tribe. It has very short legs and long hair reaching nearly to the ground. It is found in the colder regions of North America.

The 4th family is the Cervidae or Stag tribe. It includes a large number of species, found in all quarters of the globe, their varieties marked by the differing contour of their horns. In all of these, except the reindeer, a species only found in Northern Europe, the female is entirely without horns. The horns of the male are solid, without hollow centre or even pores, and are cast off at stated intervals, to be replaced by a new growth. All of these animals live in forests, feeding on grasses, are very fleet of foot, and highly valued as food.

The *Camelopardæ* includes the giraffe only, and concerning this animal naturalists have not yet decided that more than one species exists. It is found in the desert regions of Africa. Its body is not larger than that of some species of deer, but the animal is made to seem larger through the remarkable development of its neck, and the length of its legs. When erect the head of the full-grown animal is eighteen feet from the ground. It is a gentle, timid animal, living in small herds in forests, and when attacked defending itself by kicking. Its horns are short and permanent.

The *Moschidae*, or musk-deer, are regarded as an intermediate tribe between the deer and camel tribes. They are like the deer in their slight forms and swift movements; but they have no horns, and their teeth project as those of the camel do. The males of this animal secrete the peculiar strong smelling substance which gives them their name. Their hair is coarse, the tail very short, and they are very timid, feeding in the night time only. They are found in the mountainous regions of China, Thibet and Siberia, though some species which, however, are without the musk-pouch, are found in the warmer parts of Asia.

The *Camelidae*, or camel tribe, contain two groups, the Camels and Llamas, the former are found only in the Old World, the latter only in the New. Of the true camels there are two species, the Bactrian or two-humped camel, and the Arabian or one-humped. The first is found in Central Asia, the latter in Arabia, Syria, and North Africa. Both varieties are completely domesticated. The Bactrian camel is the larger of the two, and can carry the heavier burdens; the Arabian has the most endurance. The dromedary is simply a smaller variety of the latter species, possessed of greater fleetness of movements. The camel is of great use to the natives of the countries it inhabits. Its flesh and milk are used as food, and its hair for the manufacture of cloth. It is especially adapted for the long journeys over uninhabited, desert countries. Its stomach is formed so as to contain water sufficient for several days, and its hump, principally composed of fat, is a provision of nature to supply it with nourishment when it cannot obtain its regular food. On a very long and fatiguing journey over the desert the hump will nearly disappear by absorption.

The Llamas of South America are much smaller than the camels. They have no humps, can only make short journeys, and sustain but moderate burdens. When Peru was discovered this was the only beast of burden which the natives had.

WHICH?

The tendency of girls of the present day to cultivate the ornamental and neglect the useful branches of their education is shown by a Philadelphia incident. A teacher of sewing was wanted in the girls' normal school, and of thirteen candidates who presented themselves only two were able to pass a preliminary examination. Many a young woman can paint a plaque, decorate a vase or panel, embroider, beautifully and make angel-cake, but when it comes to fashioning a simple article of dress, darning stockings, or mixing a batch of bread, why—mother, the dressmaker, or the cook must be resorted to. The ornamental has its place, and a high one, but in this matter of fact world, where every girl cannot marry a millionaire, the useful is as essential as an alloy is in gold manufactures—though it is by no means the baser ingredient.

PRIMARY DEPARTMENT.

LITTLE BY LITTLE.

Little by little the time goes by—
Short, if you sing through it, long, if you sigh.
Little by little—an hour a day,
Gone with the years that have vanished away;
Little by little the race is run,
Trouble and waiting and toil are done!
Little by little the skies grow clear;
Little by little the sun comes near;
Little by little the days smile out
Gladder and brighter on pain and doubt;
Little by little the seed we sow
Into a beautiful yield will grow.
Little by little the world grows strong,
Fighting the battle of Right and Wrong;
Little by little the Wrong gives way—
Little by little the Right has sway.
Little by little all longing souls
Struggle up nearer the shining goals.
Little by little the good in men
Blossoms to beauty, for human ken;
Little by little the angels see
Prophecies better of good to be;
Little by little the God of all
Lifts the world nearer the pleading call.

—Ex.

EXERCISES FOR SMALL CHILDREN.

Boxes of letters are among the most desirable pieces of apparatus to use in school. The teacher can purchase very cheaply the alphabet printed on small cards, or he can print them, or he can have the older pupils print them, or he can cut them out of paper and print them. Purchase small boxes and label them with the pupil's name; put in each box some consonants, some vowels; put more of the e's than any other letter. Then, having taught the pupils to spell such words as *cat*, put the cards containing this word where they can be seen. Then take away C, and ask the pupils what other letters can be put in its place. Some will say H, some B, some F, some M, some R, etc., etc. Put H in the vacant place and let them write the word produced—*hat*; remove the H and put B in the vacancy, and so proceed with the rest.

Next take away the T and ask what letter can be put in its place. Some will say B, some R, etc. Supply these letters and have the words written. Next take away the A, and ask what letter can be put in its place. Some will give O, some U, etc. Supply these letters and have the words written. The words when finished will be somewhat as follows:

Cat.	cat.	cat.
Hat.	cab.	cot.
Bat.	car.	cut.
Fat.	can.	
Mat.	cap.	

Exchange.

CLIMBING UPWARD.

Whatever our location or duty in life may be, remember, we can never begin it at the top. There must be a start from the lower rounds of inexperience, youth or ignorance, and a climbing up, by diligent toil, to the vantage-ground of knowledge and full mastery of our work. Skill is never acquired in a day or week; that familiarity with detail which is one of the first elements of success is only acquired by long and patient toil. The poet tells us that

"Heaven is not reached at a single bound,
But we build the ladder by which we rise,
From the lowly earth to the vaulted skies,
And we climb to its summit round by round.

No less true is this of excellence in every profession and work. We build our own ladders, and then round by round go up until we reach the

broad and beautiful realm at the top. There is always room up there, and breezy airs and invigorating sunshine. But this point cannot be reached by any winged effort; only the steady upward climb will reach it. We counsel all teachers to remember this and make every day's effort help up a little higher on the ladder.

PUBLISHER'S NOTES.

France is just beginning to make provisions for the higher education of her daughters. The first national college for women, was opened a few weeks since at Montpellier, by M. Jules Ferry, in person.

Horsford's Acid Phosphate makes a much more delicious acid drink than lemons or limes, at the same time giving to the system the invigorating phosphates.

A Free Education League has been formed in Great Britain to procure the abolition of all fees in connection with national education. The League cites the example of the United States in free education, and notes that France, profiting by the experience of other nations, has this year established free education in all her primary schools.

Indulgent parents who allow their children to eat heartily of high-seasoned food, rich pies, cake, etc., will have to use Hop Bitters to prevent indigestion, sleepless nights, sickness, pain, and perhaps, death. No family is safe without them in the house.

"When will the teacher cease to confound lesson-hearing and teaching?" asks the *New York School Journal*. "Come and recite your lessons," "Have you recited your lessons?" are common expressions; they show which way the wind blows. The poor teacher hears lessons; he demands good lessons; he threatens dire punishment if the lessons are not learned. And the lesson-mill is grinding away at about as fearful a rate as ever, and yet this is the nineteenth century!"

WINSTON, FORSYTH CO., N. C.

GENTS:—I desire to express to you my thanks for your wonderful Hop Bitters. I was troubled with dyspepsia for five years previous to commencing the use of your Hop Bitters some six months ago. My cure has been wonderful. I am pastor of the First Methodist Church of this place and my whole congregation can testify to the great virtues of your Bitters.

Very respectfully, REV. H. FEREBEE.

The annual rifle shooting of the Durham Training College, senior and junior class teams, came off on the 15th ult. The ranges were 200 and 300 yards, for the College Challenge Cup. The seniors won. A marksman's prize is given to the highest scorer of the winning team. In this case there was a tie, which was decided in the usual way, by trial between the parties. Then there was a prize for each member of the winning team.

LITTELL'S LIVING AGE FOR 1882.—This widely-known weekly magazine has been published for nearly forty years, and during that long period has been prized by its numerous readers as a thorough compendium of the best thought and literary work of the time. As periodicals become more numerous, this one becomes the more valuable, as it continues to be the most thorough and satisfactory compilation of the best periodical literature of the world. It fills the place of many quarterlies, monthlies, and weeklies, and its readers can through its pages easily and economically keep pace with the work of the foremost writers and thinkers in all departments of literature, science, politics and art. Its importance to American readers is evident; in fact it is well-nigh indispensable to those who would keep informed in the best literature of the day; and its success has therefore been uninterrupted. Its prospectus is well worth attention in selecting one's periodicals for the new year. New subscribers remitting now for the year 1882, will receive the intervening numbers *gratis*, and its clubbing rates with other periodicals are worthy of notice. Littell & Co., Boston, are the publishers.

WELCOMED WITH PRAISE AND DELIGHT,

ARE THE

WAGGONER SCHOOL MOTTOES,

By Teacher, Scholar and Parent,

And the following opinions, given, most cheerfully:

"The Mottoes are received, they exceed my most sanguine expectations. They are all you claim for them."
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"Mottoes have come safely; am highly pleased; wish I could have had them sooner, that's all."
ANNA J. EDMONDS, Pleasantville, Indiana.

"I have received your Mottoes, and they far exceed expectations; hung them yesterday and their influence was distinctly marked. Every school should have them."
A. G. GILLILAN, Jackson, Ohio.

"Mottoes received; I am very much pleased with them. I know they are useful for I was a schoolboy once, and well do I remember one motto, 'Do Right.'"
C. H. LEE, Kentland, Ind.

"Your mottoes came yesterday; am well pleased with them. They are just what I want in my school and I think they are just what every teacher should have to make the school room attractive to the pupils."
L. W. KOONS, Huntington, Indiana.

"Your Mottoes are indeed beautiful and effective in their influence."
G. R. THROOP, Pryorsburg, Ky.

"Myself and scholars like the Mottoes."
A. FLANAGAN, Ft. Atkinson, Wis.

"Your Mottoes I like very much, would not part with them for four times their cost unless I could get more."
T. L. BARTLE, Alfordville, Indiana.

"The Mottoes furnish praiseworthy subjects for thought and for elevating the ambitions of pupils. I cannot do without them."
F. GILLUM CROMER, Union City, Indiana.

"The Mottoes are tip-top, worth more than the cost of the whole thing."
M. CHIDESTER, Parsons, Kansas.

"The Mottoes have had a good effect."
T. S. OLIVER, Williamstown, Kansas.

"It is only after the teacher has once used your Mottoes that he can appreciate their advantages."
W. S. BROWN, Danville, Indiana.

"I highly appreciate your Mottoes in every respect."
JOHN M. FICKLE, Lake City, Iowa.

"The Mottoes are a valuable acquisition to my school room, and they add greatly to its appearance. I think the scholars are benefitted by them, as by daily observation they become impressed on their memory and will be useful in their daily lives."
EZRA F. PRIEST, Loyal, Wis.

"Mottoes on the wall are great educators for young and old."
PROF. J. O. APPLEBEE, A. M., Red Oaks, Iowa.

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ELLA A. BOWEN, Russell, Kansas.

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"I have used the Mottoes with success."
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"The Mottoes are just the thing for the school room."
GEO. LOGAN, Harpers Station, O.

"The Mottoes I consider worth more than the price of all, as they adorn the room as well as awakening and interesting the pupils."
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"The Mottoes I found to not only be of great help in decorating the walls of the school room, but also very encouraging to the pupils."
DANIEL DANEBY, Carroll, Ohio.

"The effect of the Mottoes was as good as could be desired."
M. J. MCGREW, Concordia, Kansas.

"The Mottos have had a very good effect on most of the scholars."
WM. RADEBAUGH, Baltimore, Ohio.

"The Mottoes are just what every teacher should have to adorn his school room, and to advise his scholars to diligence."
J. C. STERRETT, Shelbyville, Indiana.

They are printed in large type, and are easily read across a large school room. A full set consists of

Ten Mottoes, printed on both sides, together with a Double One to Hang Over Teacher's Desk.

Handsomely tied with ribbon; printed on heavy 4-ply linen railroad cardboard,

IN ALL 24 MOTTOES. AT 50c. PER SET, POSTPAID.

They can be turned, and thus afford variety on the walls of the school room, or to impress some lesson in conduct or morals. There is nothing better; nothing more lasting; nothing so easily obtained; nothing you would so miss after once using. Send for a set. Address all orders,

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PRIMARY

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"Your Drawing Cards are just what I want."

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"Forward dozen sets at once; children are delighted."

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